DOCUMENT RESUME

ED 090 459 CG 008 850

AUTHOR	Hales, Loyde W.; Yackee, Keith
TITLE	Self-Concepts, Sex, and Work Values.
PUB DATE	Apr 74
NOTE	7p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
AVAILABLE FROM	Mr. Loyde W. Hales, School of Applied Behavioral Sciences and Educational Leadership, College of Education, Ohio University, Athens, Ohio 45701
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	Career Choice; Career Education; Elementary School Students; Research Projects; Role Perception; Self Actualization; *Self Concept; *Sex Differences; *Values; *Work Attitudes

ABSTRACT

The relationship of self-concept and sex with work values was investigated. A two-factor, multivariate analysis of variance, with self-concept and sex as independent variables and work values as dependent variables, was performed on protocols collected from 99 rural elementary school pupils. No interaction was found. Both main effects were significant. Boys differed from girls in Object Orientation Control, Ideas/Data, and Prestige. The high self-concept group differed from the low self-concept group in Self-Realization, Task Satisfaction, and Altruism. Educators wishing to modify work values must consider the self-concepts and sex of the pupil. (Author)

ED 090459

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
LOYDE HALES & KEITH YACKEE
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

Loyde W. Hales, Director
School of Applied Behavioral
Sciences and Educational
Leadership
College of Education
Ohio University
Athens, Ohio 45701

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SELF-CONCEPTS, SEX, AND WORK VALUES

Loyde W. Hales
Ohio University

Keith Yackee
Norfolk City Schools

CG 008 850

Research into the nature and development of vocational values has been steadily extended to younger age levels, with a number of investigators studying various aspects of work values at the upper elementary and junior high levels. Hales and Fenner (1972), for example, compared the work values of upper elementary, junior high and high school students. Adding sex as a variable, O'Hara (1962), Chaney (1968), and Hales and Fenner (1973) investigated the work values of pupils at the elementary and junior high grade levels. Although differences were found, the similarities were greater than the differences. Nevertheless, sex differences in work values exist and must be considered in studies of work values.

If an individual's work values are viewed as an extension of his value system to the world of work, then work values are a part of the individual's value system and, as such, interrelate with his self-concepts, forming a part of the phenomenal self as described by Combs and Snygg (1949). Thus one would expect the concepts of self held by an individual to influence and be influenced by his value system, including his workk values. From this frame of reference, an individual with a positive view of slef and a desire for self-actualization would be expected to place high value on occupations which permit him to use and develop his abilities and skills and the activities of which will provide a source of satisfaction.

The purposes of this study were to investigate: the relationship between self-concept and work values, the relationship between sex and work values and the interaction of sex and self-concept with work values. The focus was on the relationship among these variables for rural, elementary school children.

METHODOLOGY

The Ohio Work Values Inventory (OWVI) was used to collect data concerning the work values of fifth-sixth grade pupils. The reading level of this instrument is grade 2.8. The OWVI yields scores on eleven scales: Altruism, Object Orientation, Job Security, Control, Self Realization, Independence, Money, Task Satisfaction, Solitude, Ideas/Data, and Prestige. The Piers-Harris Children's Self Concept Scale was used to obtain a measure of the self-concepts of the subjects.

A two-factor, multivariate analysis of variance (MANOVA, 1969), was performed on the data collected, using sex (male, female) and self-concept (above the median, below the median) as independent variables, and the eleven scales of the OWVI as dependent variables.

DATA SOURCE

All pupils in the combined fifth-sixth grades of a rural elementary school in southeastern Ohio who were present on the examination day were used as subjects in this study. Most of the children were from the small farms which surround the agricultural village in which the school is located. Most of the heads of household not employed in farming commute 20 or more miles to work in the light industries, small retail businesses, and educational and medical institutions of neighboring communities. All examinations were administered during the spring of 1973. A total of 99 pupils (40 male, 59 female) were examined.

RESULTS/CONCLUSIONS

The F ratio for the likelihood ratio criterion on the interaction effect in the multivariate analysis of variance was not significant (F=1.03, where $F_{.05}$=1.91 with 11,80 df). The statistical hypothesis that there will be no interaction between sex and self-concept was not rejected at the .05 level of significance. Cell means for each work value are presented in Table I.

The F ratio for the likelihood ratio criterion onthe sex main effect was significant (F=1.93, where $F_{.05}$=1.91 with 11,80 df). With the rejection of the multivariate statistical hypothesis concerning sex differences, a univariate analysis of variance was performed on each measured work value. The univariate F ratios for the sex main effect is presented in Table II. Four F ratios exceeded the table F value of 3.96 (1,80 df) : Object Orientation; Control; Ideas/Data; and Prestige. The means of the female subjects were significantly below the means of the male subjects on all four variables.

The F ratio for the likelihood ratio criterion on the self-concept main effect was significant (F=2.48, where $F_{.05}$=1.91 with 11,80 df). With the rejection of the multivariate statistical hypothesis concerning self-concept differences, a univariate analysis of variance was performed on each measured work value. The univariate F ratios for the self-concept main effect is shown in Table II. Three F ratios exceeded the Table F value of 3.96 (1,80 df) : Self Realization; Task Satisfaction; and Altruism. The means of those with the better self-concept were significantly greater than the means of those with the lower self-concepts.

The results of this study confirm that work values are held by elementary school children and that boys and girls differ in some of their work

values. Boys placed greater value than did girls on work which involves the manipulation of tools, materials, and utensils, gives the individual supervisory responsibilities, and offers the chance to be known for their work. These findings are consistent with previous research studies. Boys also placed greater value on jobs which provide an opportunity to work with ideas and data.

Children who hold more positive self-concepts (above the median of 35.8) tended to place greater value on jobs which permit one to use and develop one's abilities and skills, involves the performance of tasks and activities from which one can derive satisfaction, and providing the opportunity to help other people than did children with lower self-concepts. The relationship between the valence of self-concept and the work values associated with self-actualization gives support to the hypothesis that work values are a part of the individual's value system and, as such, are a part of his self-concept configuration.

SIGNIFICANCE OF STUDY

The results of this study suggest that work values, or at least some work values, are related to self-concepts which may be more or less central to the individual's phenomenal self. Since work values associated with self-actualization (Self Realization and Task Satisfaction) were related to the valence of self-concept as measured by the Piers-Harris Children's Self-Concept Scale, it would appear that educators who wish to influence children to seriously consider occupations in which their skills and abilities will be utilized must help children develop positive self-concepts. Also, if children are to explore occupations which are sex stereotyped, the relation between sex and work values indicates that educators must help children understand and, in many cases, modify their work values (and relevant self-concepts).

REFERENCES

Combs, A.W., and Snygg, D., Individual Behavior. New York: Harper and Brothers, 1949.

Chaney, R., "Vocational Values of Children as They Relate to Economic Community, Grade Level, Sex and Parental Occupational Level." Unpublished doctoral dissertation, Ohio University, 1968.

Hales, L. W., and Fenner, B. "Work Values of 5th. 8th, and 11th Grade Students." Vocational Guidance Quarterly, 1972, 20, 199-203.

Hales, L.W., and Fenner, B. "Sex and Social Class Differences in Work Values." Elementary School Guidance and Counseling Journal, in press.

MANOVA. Multivariate Analysis of Variance. Ohio University Computer Library, 1969.

O'Hara, R. P. "The Roots of Careers." Elementary School Journal, 1962, 62, 227-280.

TABLE I

WORK VALUE MEANS FOR HIGH AND LOW SELF CONCEPT, MALE AND FEMALE PUPILS

	High Self Concept		Low Self Concept	
Work Value	Male	Female	Male	Female
Altruism	26.3	28.4	25.1	24.8
Object Orientation	21.8	20.3	24.5	17.4
Job Security	28.2	27.6	26.0	25.6
Control	23.7	21.0	26.1	21.6
Self Realization	26.3	28.0	25.4	24.0
Independence	24.5	21.3	24.8	24.3
Money	29.1	28.8	27.4	26.8
Task Satisfaction	28.7	30.1	26.7	26.7
Solitude	20.1	18.0	21.1	19.0
Ideas/Data	24.0	22.7	23.0	19.3
Prestige	26.1	23.1	25.4	22.3

TABLE II

UNIVARIATE F RATIOS FOR THE SEX AND SELF CONCEPT MAIN EFFECTS

Work Value	F -- Ratios	
	Sex	Self Concept
Altruism	0.50	6.86*
Object Orientation	13.13*	0.06
Job Security	0.20	3.11
Control	6.47*	2.28
Self Realization	0.00	5.73*
Independence	1.89	3.46
Money	0.13	1.93
Task Satisfaction	0.30	7.40*
Solitude	2.44	1.27
Ideas/Data	4.86*	2.79
Prestige	5.85*	0.00

*Significant at the .05 Alpha level.